

**Texas Education Agency  
Standard Application System (SAS)**

**2014–2016 Educator Excellence Innovation Program**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  Place date stamp here:  <div style="text-align: right; transform: rotate(90deg);">             Received              Texas Education Agency              2014 JUN 22 PM 2:21           </div>
<b>Grant period:</b>	April 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, Thursday, January 23, 2014	
<b>Submittal information:</b>	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">           Document Control Center, Division of Grants Administration            Texas Education Agency            1701 North Congress Ave            Austin TX 78701-1494         </div>	
<b>Contact information:</b>	Tim Regal: <a href="mailto:Tim.Regal@tea.state.tx.us">Tim.Regal@tea.state.tx.us</a> (512) 463-0961	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name Rio Hondo ISD	Vendor ID # 746001981	Mailing address line 1 215 West Colorado Street
Mailing address line 2	City Rio Hondo	State TX
		ZIP Code 78583
County- District #    Campus number and name 031911	ESC Region # 1	US Congressional District # 34
		DUNS # 055232631

**Primary Contact**

First name Ismael	M.I. Last name Garcia	Title Superintendent
Telephone # 956-748-1000	Email address <a href="mailto:garcia@riohondoisd.net">garcia@riohondoisd.net</a>	FAX # 956-748-1038

**Secondary Contact**

First name Rita	M.I. Last name O. Lopez	Title Assistant Superintendent
Telephone # 956-748-1014	Email address <a href="mailto:rolopez@riohondoisd.net">rolopez@riohondoisd.net</a>	FAX # 956-748-1038

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name Ismael	M.I. Last name Garcia	Title Superintendent
Telephone # 956-748-1000	Email address <a href="mailto:garcia@riohondoisd.net">garcia@riohondoisd.net</a>	FAX # 956-748-1038
Signature (blue ink preferred)		Date signed

*Ismael Garcia*

1/15/14

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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**Schedule #4—Request for Amendment N/A**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Part 1: Submitting an Amendment N/A**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

N/A

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**Schedule #4—Request for Amendment (cont.) N/A**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Part 4: Amendment Justification****N/A**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.	N/A	N/A	N/A
2.	N/A	N/A	N/A
3.	N/A	N/A	N/A
4.	N/A	N/A	N/A
5.	N/A	N/A	N/A
6.	N/A	N/A	N/A
7.	N/A	N/A	N/A

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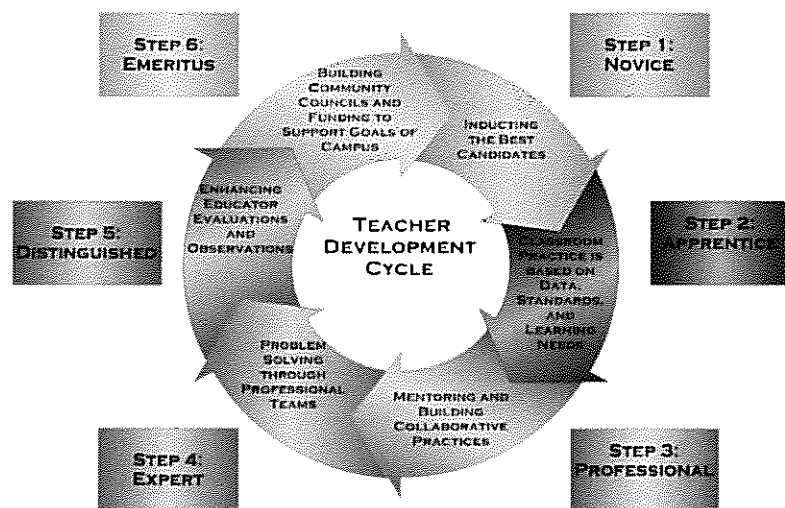
By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.



*"If you do what is right for the first 1-3 years of teachers' careers, then you have trained them and ensured that you have teacher leaders for the next 10-20 years and beyond."*

-Dr. Narclisse, Boston Public Schools, 2010

*"Teaching Excellence for Advancing Career and Honor will help RHISD become the premiere school district in the Rio Grande Valley and build the type of higher learning teachers that our students deserve."*

-Mr. Ismael Garcia, RHISD Superintendent of Schools

The **Teacher Development Cycle** for **Teaching Excellence for Advancing Career and Honor** (see **TEACH Chart Above**) was designed by the Rio Hondo Independent School District (RHISD) to transform educator quality and effectiveness through improved and innovative school district-level teacher development in four rural and isolated campuses that face severe poverty challenges and whose teaching workforce of 375 receive limited and sporadic Professional Development (PD) and workshops with no centralized support. The RHISD is a district-wide Title I District with 100% Free and Reduced Lunch rates serving a predominately Hispanic (96%) population. Only 54% of the students met or exceeded standards, in all grades and subjects, on the 2012-13 STAAR, but only 8% received commendation.

The **TEACH Goal and purpose** will be to improve educator effectiveness by creating a holistic, aligned system of support for teachers by creating a six level comprehensive program to focus on: smart hiring practices and recruitment, mentorship and induction, evaluations and observations that allow for timely and constructive feedback, contextual and targeted professional development aligned to observation and evaluation results, career pathways that allow great teachers to have an influence on the pedagogical growth of other teachers, and strategic compensation that allows districts to recruit and retain highly effective teachers. TEACH wants to bring about open, supportive, and collaborative campus cultures that allow teachers to seek and attain growth within their field for both Pedagogical growth and retention in teaching. TEACH will provide the following services and practices: Systematically support systems from beginning teachers, who are just entering the profession, to retiring teachers, who are looking for advanced input into their community from many professional years of teaching service; PD will be data-driven and research-based with a focus on improving effective instructional strategies to increase student achievement, help align with the purposes of the educator excellence innovation program, and that it is clearly applicable to enhancing classroom academics; Recruit best qualified applicants for new teachers, while hiring core teachers for hard-to-fill areas.; Use multiple measures evaluation and observations; Strategic compensation for all levels of teacher experience and challenges; Create collaborative teams for career pathways into other teaching and administrative positions; Support teacher retention, so that costly turnover rates are improved; Improve student learning and student academic performance. The following Step Levels will be created for all 375 teachers and professional support:

**Step Level 1-** Inducting the best teachers requires early hiring practices, teacher preparation program partnerships, and sign-in Incentives to keep local talent and fill in teaching slots that are difficult for rural isolated areas, like Rio Hondo.

**Step Level 2:** New Teachers will be given a mentor, be placed on a strategic professional development team to gain collaborative practices, observe other teachers, and attend highly coordinated PD that is based on the teachers' weaknesses and academic learning needs.

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**Step Level 3:** Teachers, with 5 or more years of experience, will be allowed to attend high quality PD, participate in their chosen Professional Development Team, attend conferences and workshops, and lead Professional Development for higher Campus Pedagogical Teaching, specifically with high-at-risk students in isolated rural areas.

**Step Level 4:** Teachers, with less than 10 years of experience, will be allowed to mentor other teachers, lead PD projects, Lead Professional Development Teams, and apply leadership skills to solve campus problems.

**Step Level 5:** Teachers, with experience leading Professional Development Teams and Mentoring, will be trained to do observations and evaluations of other teachers, lead any Professional Team Project they choose that will support campus goals, and provide PD to other teachers.

**Step Level 6:** Teachers, with Step Levels 1-5, will be trained to lead and organize parent, business and student councils. They will be trained on writing foundational grants; support innovative funding sources for the campus, and be available for positions such as instructional coaching or other administrative jobs.

Purpose		Required Services and Goals	
Induction and Mentoring	TEACH will develop the new Teacher's Academy to succeed with the student population, including comprehensive training year round and online, mentorship with an expert Teacher, and professional collaboration opportunities in small assigned teams.	TEACH will help fill all necessary teaching positions in key subject areas with a certified teacher in their respective field at all schools and will setup a strong mentoring system with training for 50 mentors/mentees per district by the end of the grant period. TEACH will create strategic career pathways, such as master teachers, Instructional coaches, lead teachers, or mentor teachers, that provide opportunities for teachers to take on additional responsibilities while maintaining a reduced teaching schedule or additional compensation.	
	The program will provide all teachers with annual summative evaluations based on multiple measures such as multiple observations, student growth, teacher self-assessment and student feedback. TEACH will train Distinguished Teachers for the purposes of increasing the frequency and quality of classroom observations while implementing a new evaluation system.	TEACH will increase teacher observations and evaluations by 50% through selected distinguished mentors who completed training in teacher evaluations and who will develop the process and systems for compressive teachers' self-assessment and student feedback. These tools include but are not limited to, classroom observations, walk-throughs, working on lesson plans, visiting other classrooms, as a group, to observe teachers with an excellent mastery of a course or subject, and conferences. The Distinguished Evaluation teacher will be a proven mentor who is responsible for numerous responsibilities that need to be documented in order to show they are being completed.	
	The project will align professional development opportunities within the school week to multiple measures of performance. TEACH Professional Development will have the greatest impact on student achievement as it is both ongoing and thorough not short-term workshops and conferences that do not provide clear connections to the classroom.	TEACH will allow RHISD to systematically structure PD in ongoing personalized career growth pathways in order to develop high teacher quality while adding online, instructional coaches and specialized consultants to create Professional Development Teams in order to solve specific campus problems. TEACH will utilize the MASTER TEACHER Program for a Continuous Professional Development built upon the premise of ongoing instruction that will influence classroom practice. Comprehensive and synced training occurs online, in staff meetings and through readings whereby all educators are on the same page every year targeting campus goals.	
	TEACH will include strategic compensation Steps (6) to recruit and retain effective teachers or highly successful former teachers and deploy them meaningfully to support campus collaboration and pedagogical improvement. TEACH will develop three distinctive tiers for teachers who may apply yearly for the proper selection for TEACH.	The program will retain Effective Teachers at each campus and reduce turnover by at each campus and will create 100% new mentors and collaborative teams in areas such as Parent and Community Engagement, College and Career Readiness, funding support through foundations, and One-on one Technology solutions and specific antipoverty PD for teachers by the end of the grant cycle. Each step increases \$500 more per year to motivate teachers into advancing their growth potential. The bonus will occur if teachers meet individual exceptional merit on evaluation, the PT meets all goals and objectives or the campus meets exemplary ranking.	

*All RHISD teaching staff and administrators were presented the design created by the District Committee and have signed support for Teaching Excellence for Advancing Career and Honor (See Appendix A).*

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# Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 031911				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 6/30/15)			Year 2 (7/1/15 – 6/30/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$ 640,125	\$ 40,000	\$ 680,125	\$ 640,125	\$ 40,000	\$ 680,125	
Schedule #8	Professional and Contracted Services (6200)	6200	\$ 207,380		\$ 207,380	\$ 207,380		\$ 207,380	
Schedule #9	Supplies and Materials (6300)	6300	\$ 5,000		\$ 5,000	\$ 5,000		\$ 5,000	
Schedule #10	Other Operating Costs (6400)	6400	\$ 15,495		\$ 15,495	\$ 15,495		\$ 15,495	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$ 0		\$ 0	\$ 0		\$ 0	
Total direct costs:			\$ 960,000	\$ 40,000	\$ 1,000,000	\$ 960,000	\$ 40,000	\$ 1,000,000	
Percentage% indirect costs (see note):			N/A	0	0	N/A	0	0	
Grand total of budgeted costs (add all entries in each column):			\$ 960,000	\$ 40,000	\$ 1,000,000	\$ 960,000	\$ 40,000	\$ 1,000,000	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$1,000,000			\$ 1,000,000			
Percentage limit on administrative costs established for the program (10%):			× .10			× .10			
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$ 100,000			\$ 100,000			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency  
Standard Application System (SAS)**

<b>Schedule #7—Payroll Costs (6100)</b>					
County-district number or vendor ID: 031911				Amendment # (for amendments only):	
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1
					Year 2
<b>Academic/Instructional</b>					
1	Teachers				
2	Educational aide				
3	Tutor				
<b>Program Management and Administration</b>					
4	Project director				
5	Project coordinator			1	\$25,000
6	Teacher facilitator				
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	Data entry clerk			1	\$15,000
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist				
<b>Auxiliary</b>					
12	Counselor				
13	Social worker				
14	Community liaison/parent coordinator				
<b>Other Employee Positions</b>					
15	Instructional Coach (PD)			1	\$52,000
16					
17					
18	Subtotal employee costs:				\$ 92,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
19	6112	Substitute pay			
20	6119	Professional staff extra-duty pay			\$ 506,250
21	6121	Support staff extra-duty pay			
22	6140	Employee benefits			\$ 81,875
23	61XX	Tuition remission (IHEs only)			
24	Subtotal substitute, extra-duty, benefits costs				\$ 588,125
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>				<b>\$ 677,500</b>

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Training Consultant for Teacher Evaluation and Observations	<input type="checkbox"/>	\$ 6,323	\$ 6,323
2		<input type="checkbox"/>		
3		<input type="checkbox"/>		
4		<input type="checkbox"/>		
5		<input type="checkbox"/>		
6		<input type="checkbox"/>		
7		<input type="checkbox"/>		
8		<input type="checkbox"/>		
9		<input type="checkbox"/>		
10		<input type="checkbox"/>		

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$ 6,323

\$ 6,323

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service: Mentoring Program		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Training			
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
1	Contractor's payroll costs # of positions: 1	\$ 5,858	\$ 5,858
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials:	\$ 4,175	\$4,175
	Contractor's other operating costs:	\$ 967	\$967
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:		\$11,000	\$11,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-district number or vendor ID: 031911		Amendment number (for amendments only):		
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>				
2	Specify topic/purpose/service: Professional Development Teams		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: College and Career Training			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions: 1	\$ 41,000	\$ 41,000
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials		\$ 2,500	\$ 2,500
	Contractor's other operating costs		\$ 1,500	\$ 1,500
	Contractor's capital outlay (allowable for subgrants only)			
Total budget:		\$45,000	\$ 45,000	
3	Specify topic/purpose/service: Professional Development Teams		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Technology Training			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions: 1	\$ 6,000	\$ 6,000
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials		\$ 54,000	\$ 54,000
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for subgrants only)			
Total budget:		\$ 60,000	\$ 60,000	
4	Specify topic/purpose/service: Professional Development		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Training			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions: 1	\$ 42,585	\$ 42,585
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials		\$ 16,365	\$ 16,365
	Contractor's other operating costs (Online Reference Library)		\$ 10,912	\$ 10,912
	Contractor's capital outlay (allowable for subgrants only)			
Total budget:		\$ 69,862	\$ 69,862	
5	Specify topic/purpose/service: Professional Development		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Training			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions: 5	\$ 15,195	\$ 15,195
	Contractor's subgrants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for subgrants only)			
Total budget:				

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<b>Schedule #8—Professional and Contracted Services (6200) (cont.)</b>			
County-district number or vendor ID: 031911		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
<b>6</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
<b>7</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
<b>8</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>
	Contractor's payroll costs	# of positions:	
	Contractor's subgrants, subcontracts, subcontracted services		
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
<b>c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:</b>		\$ 201,057	\$ 201,057
<b>a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:</b>			
<b>b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:</b>		\$ 6,323	\$ 6,323
<b>c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:</b>		\$ 201,057	\$ 201,057
<b>d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:</b>			
<b>(Sum of lines a, b, c, and d) Grand total</b>		\$ 207,380	\$ 207,380

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)							
County-district number or vendor ID: 031911					Amendment number (for amendments only):		
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1						
	2						
	3						
	4						
	5						
6399	Technology software—Not capitalized						
6399	Supplies and materials associated with advisory council or committee						
Subtotal supplies and materials requiring specific approval:							
Remaining 6300—Supplies and materials that do not require specific approval:						\$5,000	\$5,000
<b>Grand total:</b>						<b>\$5,000</b>	<b>\$5,000</b>

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-district number or vendor ID: 031911		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: Professional Development Teams Support	\$ 6,495	\$ 6,495
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		
6490	Indemnification compensation for loss or damage		
6490	Advisory council/committee travel or other expenses		
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:		
Subtotal other operating costs requiring specific approval:			
Remaining 6400—Other operating costs that do not require specific approval:		\$9,000	\$ 9,000
<b>Grand total:</b>		<b>\$ 15,495</b>	<b>\$ 15,495</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-district number or vendor ID: 031911			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A		
66XX/15XX—Technology hardware, capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX—Technology software, capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX—Equipment, furniture, or vehicles					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$ 0	\$ 0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #12—Demographics and Participants to Be Served with Grant Funds</b>					
County-district number or vendor ID: 031911			Amendment # (for amendments only):		
<b>Part 1: Student Demographics.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
<b>Total enrollment: 2,212</b>					
Category	Number	Percentage	Category	Percentage	
African American	3	.1%	Attendance rate	95.2%	
Hispanic	2,146	97%	Annual dropout rate (Gr 9-12)	1.2%	
White	61	2.8%	STAAR met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	54.6%	
Asian	0	0%	STAAR commended 2011 performance, all tests (sum of all grades tested)	8.3%	
Economically disadvantaged	1,902	86%	Students taking the ACT and/or SAT	73.1%	
Limited English proficient (LEP)	329	14.9%	Average SAT score (number value, not a percentage)	1188	
Disciplinary placements	28	1.2%	Average ACT score (number value, not a percentage)	17.2	
<b>Comments</b>					
<p><i>*Data indicates that less than 3% of poor students in Rio Hondo ISD complete a Bachelor's Degree within 6 years after graduation. Therefore, TEACH will instill higher level teaching expectations towards College and Career Completion not just College Readiness. Professional Development Teams (PT) will target this problem by training parents specifically those students considered first generation college students, building TEA Accountability Index IV into Elementary programs, exposing students to college tours starting in Kindergarten, collaborating with local colleges for work study mentors, and by engaging college alumni specifically in the community for added revenue support. Teachers will learn how to write foundation grants to support higher level thinking, hands on projects, and supplementing much needed teacher resources. While 80% of the homes do not have Internet connectivity, RHISD Professional Development Teams will build a CLOUD for one to one solutions for homework and research at home with technology integration at school. TEACH will help solve real world problems not just support teacher increases.</i></p> <p><i>*Beginning RHISD Teachers earn approximately \$5,000 less than the state's rate for new teachers as the shortage of teachers flock to the bigger higher paying surrounding cities with less at risk students in a rural isolated area.</i></p>					
<b>Part 2: Teacher Demographics.</b> Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	2	1.3%
Hispanic	124	81.5%	Bachelor's degree	122	80.1%
White	27	17.6%	Master's degree	28	18.6%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	37	24.4%	Avg. salary, 1-5 years exp.	\$42,667	N/A
6-10 years exp.	41	27%	Avg. salary, 6-10 years exp.	\$44,894	N/A
11-20 years exp.	32	20.9%	Avg. salary, 11-20 years exp.	\$53,526	N/A
Over 20 years exp.	31	20.7%	Avg. salary, over 20 years exp.	\$59,469	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	119	154	156	140	156	158	182	173	187	165	180	159	150	133	2,212
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	119	154	156	140	156	158	182	173	187	165	180	159	150	133	2,212

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	6	8	8	8	8	8	8	11	11	10	11	11	11	11	130
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>	6	8	8	8	8	8	8	11	11	10	11	11	11	11	130

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TEACH utilized a comprehensive needs assessment process (see chart below) student performance on the student achievement indicators, and other appropriate measures of performance including but not limited to multiple data, resources, reports, and Campus Improvement Plans (CIP) Indicators. The Comprehensive Needs Assessment prioritized and identified School Improvement in all campuses with no PD coordinator, no sustained PD calendar and a wide range of teaching needs that get performed through limited and strained budgets. The district then formulates committees and teams to focus on gathering data for assigned category areas. The committees are comprised of the Superintendent, Assistant Superintendent of Curriculum and Instruction, Central Office Administrators, the principals, teachers, parents, and students along with community partners. The district will split fund staff and maximize resources by collaborating on TEACH costs with Professional Development, conferences, programs, and hardware whenever possible in an overall district plan discussed in the management section.

Targeted Areas	Data Sources	Greatest Needs
<b>Staff Quality, Recruitment, and Retention</b>	Reviewed-Professional Development and Appraisal System data (PDAS); Teacher Surveys; Teacher Focus Groups; Administration Interviews; Certification and Qualification Data; Staff Tenure Data; Teacher-Student Ratios; Completion, GED, Dropout rates; Professional Development Reports; STaR Chart; Grievances.	Many certified teachers needed to fill core positions due to lack of teachers. Recruit STEMS Teachers.
<b>Staff PD</b>	Reviewed-Curriculum; campus scope and sequence development; testing coordinator database; District Benchmark Data; Lesson Plan Collections; Teacher Surveys; School and program schedules, CIP Reports	No PD Coordination at ISD for over 375 teaching staff. Coaches.
<b>Student Achievement</b>	AEIS Reports (STAAR State Assessment Data); Grade Speed (GPAs and teacher-input data); TELPAS Results; AEIS Reports; AYP and State Data tables; Grades and Benchmarks, MS Completion, GED, Dropout rates; college readiness indicator data AP, SAT, ACT, Dual Enrollment STAAR	College Readiness Graduates were <u>50% lower</u> than white students in Math/ELA
<b>Campus and Home Technology:</b>	Reviewed-STaR Chart, Professional Development Records; Technology Audits; Technology Plan; technology server, infrastructure, hardware assessment; technology Director interviews; In-depth analysis of Special Programs data, college readiness indicator data, credit-recovery programs, enhanced teacher appraisal system data, curriculum alignment processes, differentiated strategies processes	Teachers need intensive technology training for Integrated one-to one home solutions with limited internet services.
<b>School Culture and Climate</b>	Planning meetings, surveys of all students, teachers, and parents; Student Focus Groups, comprising representative sample of all student populations; statistical analyses of these data, combined with Student Achievement and Demographic sources. Parent Focus Group; Teacher Focus Groups; Teacher Interviews; Online Feedback, School Walkthroughs Reports; In-School Suspension records	Less than 3% of poor RHHS graduate students receive a Bachelor's degree.
<b>Family and Community Involvement</b>	Reviewed-Parent/Guardian Surveys; Parent Volunteer Survey Information; Parent Focus Groups; Demographic data for situation and school; Family Language Data; Local Higher Institution Interviews and Contact. School Context and Organization; School Geographical Data; Mentor Teacher Information; Administrative Interviews; counselor interviews.	100% Free and Reduced Lunch Rates and 97% Hispanic students.
<b>Community Demographics</b>	Reviewed-Enrollment Figures from Student Plus (District's student information system); Grade speed (District Grade book); AEIS Reports; Future Student Transfer rates provided by District; Feeder Elementary School Data; Dropout and Pregnancy Reports.	Less than 50% of students stay on track to graduate HS in four yrs.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<b>Academic Performance is failing to produce college graduates</b>	TEACH will improve student achievement with STAAR Standards includes: Passing STAAR all grades all subjects as only 54% currently meet or exceed standards by using teacher evaluations to improve classroom practices for higher level learning skill sets; Improve Student Achievement in Mathematics passing STAAR to include specialized PD and data disaggregation for new Teachers; Improve Student Achievement in Science passing STAAR with new PT Teams targeting supplemental resources and hands on projects; Improve Student Achievement in Writing to passing with C-SCOPE PD and Social Studies with Master Teacher and ESC workshops. Math/Science Coaches with new classroom instructional aides will help bolster higher scores with intensive teacher classroom modeling. Targeting Profile PD will help provide home visits for weakest students.
2.	<b>No Data to Drive Instruction or Training provided</b>	Improve STAAR data plan with DMAC/AEIS to achieve an Exemplary school ratings; Improve the use of Standardized Test Reviews; Improve Tutorials for at risk/ Low Performing students (LP) with added reviews of benchmarks and grading. Use DMAC on a regular basis. Understand the value of RTI and Tier Level learning with supplemental supports through the Master Teacher Program.
3.	<b>Teacher Quality has sporadic PD with no coherent plan or coordinator</b>	Increase comprehensive Master Teacher comprehensive PD Services for all teachers to include special education and Para professionals; Increase online and onsite PD for immediate support & intervention with PD; Increase Technology Usage with Tablets and CLOUDs classroom projects. Attend Quality National Conferences (Harvard Institute, Title I, Hope Foundation) for turnaround models leaders; Attend ESC1 TEACH workshops; Provide Leadership Mentoring with one on one HQ Mentor; Target RHISD Leadership Exceeds Competencies with RHISD Leadership PDAS Evaluation; Provide Distributed Leadership Training Workshops and Provide a comprehensive school wide PD program. Improve Teacher Technology Targets with STaR Chart; Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation) on PDAS; Improve Quality Professional Learning Teams with PT opportunities; Improve Teacher attendance and Student Attendance through 6 Step Levels. Provide Strategic Compensation for retention and motivation.
4.	<b>Extended Learning Time is limited to sports and tutorials</b>	Align Step levels to increase support with Enrichment programs and ASP for targeting extended Learning Time; Provide extra-curricular clubs with Teacher incentives; Provide Before School and summer school support for a morning lab; Provide Professional Development Teams (PT) for Parent and Community evening events to engage TEACH PT academic and social teams to include health related problems such as diabetes and obesity; Provide Technology Support with tech labs with Technology coach as classroom pilots for technology proficient teachers; Provide College and career completion events for parents and students; Provide Adult Education to provide ESL, GED, Technology and Parenting skills for Parent College through PT teams. These is no after school and extended learning program in place. Create PT teams for enrichment support and clubs.
5.	<b>Parent Community is uneducated and has no real training with college and career completion</b>	Increase parent communication with technology and family education; Create STEMS PT projects like Wind Technology, Ag, Solar and biology with TSTC, UTB and TX A&M. Increase Partnerships for TEACH student incentives; Increase parent workshops for Cyber Space Safe Parent, bullying, gang and Teen support workshops to keep parents updated on student safety issues. Increase School Pride with new student clubs and motivational trips; Provide Field Exploratory Trips in STEMS; Provide online support for parents for student homework support; Provide Grade level College tours; Increase college mentors and male role models; Provide new College and Career Events; Provide community support with food, clothes and school supplies center. Provide monthly trainings sessions for parents for College and career Completion.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	<b>Master Teacher Consultants</b>	Master teacher Program with over 40 years of PD experience nationwide will spearhead all PD training for RHISD. ESC 1 Regional Trainers in Education will supplement STAAR training and specific training for area initiatives like C-Scope. Preferred education Ph.D.
2.	<b>Professional Dev. Team Consultants</b>	American Dream Schools will help develop PT in each school campus. The consultants will have 23 years experience with turnaround schools and college readiness. Preferred education Ph.D.
3.	<b>Evaluation Consultants</b>	The Marzano Center with Robert J. Marzano, Ph.D. will be contracted to lead high quality evaluation training and observations. Preferred education Ph.D.
4.	<b>Mentoring Consultants</b>	Mentoring Corporation will help develop a strong mentoring program with fidelity, training and ongoing support for four years. Dr. Grey has extensive published experience and uses research based practices in all his work. Preferred education Ph.D.
5.	<b>Technology Consultants</b>	Cloft and Vision Ed will be used to help implement a stronger technology design through a community Cloud and will help develop the teaching skills necessary to launch at each campus. Preferred education Ph.D.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	TEACH Milestones (By Grant Period)	Begin Activity	End Activity
1.	<b>RHISD will create a comprehensive Teacher Induction system to include a mentoring program</b>	1. Add Induction System that includes Early Hires 2. Create New Teacher TEACH Orientation 3. Complete TEACH contracts for all PD Training 4. Complete process for 50 Mentor teachers 5. Complete Mentee process for 50 teachers	4/01/2014 4/01/2014 4/01/2014 4/01/2014 4/01/2014	6/31/2016 6/31/2016 6/31/2016 6/31/2016 6/31/2016
2.	<b>RHISD will create a stronger Evaluation program to add multiple measures and observations</b>	1. Develop New Evaluation Process using PDAS 2. Train Step Level 5 Teachers for Evaluations 3. Train Step Level 5 Teachers for Observations 4. Create and use Multiple Measures in Evaluation 5. Connect PD to evaluations and observations	4/01/2014 4/01/2014 4/01/2014 4/01/2014 4/01/2014	6/31/2016 6/31/2016 6/31/2016 6/31/2016 6/31/2016
3.	<b>RHISD will create PD that engages Professional Teams (PT) for collaboration</b>	1. Provide Classroom Supports through PD 2. Create 10/campus Professional Develop. Teams 3. Provide DMAC Data Disaggregation 4. Provide College and Career Completion PD 5. Provide Campus Council Develop for Step level 6	4/01/2014 4/01/2014 4/01/2014 4/01/2014 4/01/2014	6/31/2016 6/31/2016 6/31/2016 6/31/2016 6/31/2016
4.	<b>RHISD will create PD through the addition of trainers and Master Teacher Program</b>	1. Complete Masters Teacher PD training 2. Complete PT training with consultants 3. Complete training in Mentoring Program 4. Complete training in Technology 5. Complete Marzano Evaluation training	4/01/2014 4/01/2014 4/01/2014 4/01/2014 4/01/2014	6/31/2016 6/31/2016 6/31/2016 6/31/2016 6/31/2016
5.	<b>RHISD will create a 6 Step Process for a Teacher Development Cycle (TDC).</b>	1. Create new 6 Step Process for TEACH 2. Create new Process for Mentoring 3. Create new 6 Step Process for Sustainability 4. Create new 6 Step Process for Budgeting 5. Make refinements for 6 Step Process	4/01/2014 4/01/2014 4/01/2014 4/01/2014 4/01/2014	6/31/2016 6/31/2016 6/31/2016 6/31/2016 6/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A **Feedback and Continuous Monitoring Process** (see chart below) will be in place for the Educator Excellence Innovation Program that ensures adequate monitoring of the attainment of goals and objectives and proper adjustments.

- ✓ **RHISD Assessing and Using Results:** Holding grant staff and evaluation process accountable; Providing evidence of program success and Identifying ways to improve program performance;
- ✓ **RHISD Performance Measures:** Meeting goals and objectives in grant by trouble shooting all problems; Linking activities with program goals; Working with grantees to develop performance measures;
- ✓ **RHISD Pre-Award Process:** Hold design team meetings with all stakeholders; Assessing applicant capability to account for funds; Competing grants to facilitate accountability; Preparing work plans to provide framework for grant accountability; Including clear terms and conditions in grant award documents;
- ✓ **RHISD Managing Performance:** Making sure all amendments are timely and purchases proceed in timely manner; Monitoring the financial status of grants; Ensuring results through performance monitoring; Using audits to provide valuable information about grantees; Monitoring partners as a critical element of grant success.
- ✓ **RHISD Internal Control Systems:** Assigning the account management to the director of the grant as per EDGAR; Preparing policies and procedures before issuing grants; Consolidating information systems to assist in managing grants; Providing grant management training to staff and grantees; Coordinating programs with similar goals and purposes.

All changes in the grant pertaining to compensation, TEACH changes or objectives will be communicated immediately to all stakeholders. The overall responsibility for implementing the project's evaluation plan, at the district level, is the responsibility of the Part Time Project Coordinator (PD). RHISD understands grant timelines, amendments, and other grant protocol for proper changes and the importance of goal attainment and fidelity of implementation.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TEACH will involve ongoing and existing efforts by RHISD that are similar or related to the planned project (see Chart Below) to coordinate efforts and strategic long-term plans in order to maximize effectiveness of grant funds. This ensures that the grant goals and objectives align with existing campus improvement plans and does not come in and uproot current efforts and initiatives. RHISD ensures through weekly meetings that all project participants remain committed to the project's success and have a voice in making sure that the grant meets all perspective needs at each campus. The following contains the **Sustained Elements for RHISD:**

- ✓ Establish Partnerships with College with College readiness elements and college tours
- ✓ Testing Accountability & Disaggregation of Data with Timely Early Warning Reviews of At Risk Students
- ✓ Effective Use of the Data Management System with HQ Leadership and CIP Team
- ✓ Creating Professional Teaching & Learning Communities with School Teams, Community Support
- ✓ Critical Thinking K-12 Bloom's Taxonomy with HQ Teacher effectiveness with online evaluation tools
- ✓ New Teacher Academy with HQ teachers utilizing Cloud for both classroom and home
- ✓ Understanding CORE TEKS/STAAR with STAAR and College Readiness Training
- ✓ Create School Professional Teams to Deploy Leaders with Professional Teams at each campus
- ✓ Training teachers for grant proposals and grants with Ongoing Grant Submissions
- ✓ Creating School Councils with Parent, Business and Community Engagement
- ✓ Classroom Walk-throughs w/ Reflective Practices with Trained community and campus reviewers
- ✓ Using mentoring skills to improve instruction with Experienced mentors, new teacher support

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment
1.	Establish Benchmarks to include rosters, evaluation forms, and data collections	1. 100% New Induction System that includes Early Hires per campus
		2. New Teacher TEACH Orientation for 100% of new teachers
		3. New Mentoring System for 50 participating teachers
2.	Monitor and provide Data results to all TEACH services to include rosters, evaluation forms, and data collections	1. Develop New Evaluation Process
		2. Train Distinguished Teachers for Evaluations
		3. Train Distinguished Teachers for Observations
3.	Monitor PD Results to include rosters, evaluation forms, and data collections	1. Provide 100% new HQ PD for Classroom Supports
		2. Provide 100% new HQ PD for PT
		3. Provide 100% new HQ PD for Data Disaggregation
4.	Conduct Quarterly Reports of findings to stakeholders. Submit reports to TEA.	1. All Apprentice/Professional teachers will receive HQ Training and PD
		2. All Expert teachers will receive HQ Training in PT
		3. All Distinguished teachers will receive HQ Training in Evaluations
5.	Sustainability Reports to include budgets, TDC forms, and data collections	1. Contract and schedule HQ Trainers in Technology
		2. Standardize 6 Step Process for TDC
		3. Standardize 6 Step Process for Sustainability

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **DATA Collection Process** will be on the responsibility of the grant coordinator as a monthly report will be required with the status on the goals and objectives of the grant. TEACH will provide both a Qualitative and Quantitative Data Collection Process that includes collecting and utilizing various methodological data collection methods (i.e. surveys, interviews, focus groups, structured observations, etc.) at RHISD to include program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. The methodology identified to collect and analyze data will be rigorous, systemic, statistical and descriptive. The following evaluation methods will be used to improve the quality of instruction and obtain continuous improvement results and help decipher the disaggregated data results that occur immediately after each grant activity. To ensure an unbiased and thorough evaluation plan, TEACH will develop objective performance measures which will include data disaggregation aligned with DMAC support and evaluation instruments, to be developed and collected monthly. Grant staff during the project's FY 1-4 phase, will capture data on variables that will inform the project on the extent to which the proposed goals have been realized. Formal project evaluation meetings will be conducted quarterly for collecting and discussing data results. DMAC Solutions consists of a suite of web-based applications developed to assist RHISD with assessment and curriculum data needs. The turnover ratio at each school will also be considered based on retirees and new teachers. **Problem Corrections** with the grant will be brought up to the Assistant Superintendent for immediate resolutions. The problems with project delivery will be identified early through the PTE Coordinator attending all TEACH Events and corrected through ongoing consulting with administrators and Superintendent. Any changes to the TEACH Design will follow proper protocol for TEA grants in changing budgets (amendments) or changing scope through formal approval. In order to avoid any problems with payments, training and expectations all teachers will attend a TEACH Orientation and sign a contract for the required STEP responsibilities and expected stipend payments. No exceptions will be made to the amounts of money earned at each level and all Policies and Procedures by LEA local will be enforced. TEACH will evaluate results yearly in order to provide yearly refinements and improvements.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Statutory Requirement 1: Required** - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

TEACH understands the need for a **strong induction and mentoring program** to improve teacher retention and student performance. This will help new teachers understand the different teaching career levels offered and to encourage refining their teaching and leadership skills with careful assistance and guidance. TEACH will recruit and select new teachers from the ranks of high achieving recent college graduates at targeted universities, high performing educator preparation programs approved by TEA, or with a proven record of success in improving student performance from the Teacher Development Cycle and Teacher Assistant Program, and adopting early hiring practices, such as providing notification incentives to teachers resigning or retiring at the end of the school year. Expert mentors will be required to attend two mentor trainings, one conducted by Region One ESC, and one by the District under Dr. Gray from Mentoring Solutions. RHISD will be aggressive in finding and recruiting teachers specifically in core subject areas typically hard to fill due to talent and competitiveness from other school districts across the state. This will ensure proper academic performance measures based on the STAAR exam in critical subject areas like science and math. TEACH induction and mentoring will require beginning teachers to attend a full day Human Resources training for new teachers and a 1 day District training on curriculum. In addition, there will be a mini school orientation conducted by the principal for beginning teachers. The district will pair up a tenured teacher (mentor) with a newly hired (beginning) teacher to help with the novice teacher's needs and concerns. The selection of the mentor will be left up to the principals and project coordinator under s a specific set of eligibility criteria. The Principals ordinarily have a great insight as to the strengths, weaknesses as well as to the personality type of the tenured staff. This information is helpful in making the match of the mentor to the beginning teacher a bit easier. There are currently no standards on recording or documenting contacts with the beginning teacher or standard tools for determining outcomes with no official mentoring program in place.

The TEACH **mentoring program** is collaboratively developed with the full participation and agreement of district officials and the local teachers. Experience has shown that the most effective mentoring programs is when it is planned with the input of representatives of the recipients of the training. Therefore, both the mentor and mentee will agree and sign a contract agreeing to the plan before beginning the program. Confidentiality of information obtained by the mentors in their work with their assigned mentees will be maintained, as the mentor will serve in a strictly guidance and support role. Ensuring confidentiality of the participants' interactions, helps to create a truly collegial relationship, inviting honesty, risk-taking, and self-reflection by the novice teacher about the practice of teaching. Former Mentors may also serve in an evaluative role relative to their assigned new teachers if this responsibility is negotiated and incorporated into the appropriate TEACH Step Level agreements. The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program will not be used for evaluating or disciplining the new teacher. The mentor will fulfill a variety of roles for the novice teacher: guide, advocate, confidante, subject expert, "critical friend", champion, and reflective partner, all of which can be considered in light of the overall goals of the mentoring program. TEACH Mentors will be **selected based** on mastery of pedagogical skills, content knowledge, teaching experience, interpersonal skills, leadership qualities, organizational skills, experience with informal mentoring, and positive attitude toward professional growth to include self-confidence, enthusiasm for teaching, and the ability to see many different ways to accomplish a purpose or goal. TEACH Mentoring **activities include** joint lesson planning, coaching, observations, reflection activities, and curricula development around the TEKS Learning Standards. Other activities include modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team teaching, and orienting the new teacher to the school culture. TEACH will allow periodic leave from class time for mentors to carry out mentoring activities to ensure that an adequate opportunity for mentoring activities takes place, including release from instructional time, release from duties, the use of superintendent conference days, and summer orientation. Teams will schedule common planning sessions, release the mentor and the new teacher from a portion of their instructional and/or non-instructional duties, and provide time for mentoring during superintendent conference days, before and after the school day, and during summer orientation sessions. TEACH will use grant funds to provide allowable **mentoring stipends** to include classroom leave. Plans are to develop 50 beginning teachers by employing 50 qualified tenured teacher mentors. The Stipends for mentors and mentees is based on their Step Level (\$500-\$3,000 per semester with half on Summers tied as a bonus. In turn, the district is committing

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principals to oversee the beginning teacher induction and mentor grant at each of the campuses. Each principal's stipend for over viewing all TEACH PT/PD and Mentoring program is \$3,000 per semester with half on summers or tied to bonus. TEACH will contract **Mentor Training** with Mentor Corporation and ESC Region One for training of the selected mentors for this grant program. The cost associated with this training includes a 2-day training with training materials. Mentors will learn a 6 Step Prices (as per chart below) in order to grow teachers into successful protégés. TEACH Training for mentors includes the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, time management methodology, teacher development, knowledge of beginning teacher needs, conferencing skills, coaching techniques, reflective practice and establishing effective communication with parents and colleagues. TEACH will conduct a 2-day training for participating mentors. Mentors will be trained to employ Situational Mentoring so they can use 4 Mentoring Styles in a flexible manner to equip protégés with what the mentor knows and to empower what protégés want to do and become –as illustrated in Gray's Mentor-Protégé Relationship Model below (taken from the 6-Step Mentoring PocketCard). Mentees will be allowed to **observe others teachers** as part of their training program even teachers in other schools. A follow-up self assessment report will be made on transferring skills to their classroom. Observations will be directed for all New and Apprentice Teachers.

## Gray's Mentor-Protége Relationship Model™

**M ——— Mp ——— MP ——— mP ——— P**

Style 1 Informational Mentoring Style	Style 2 Guiding Mentoring Style	Style 3 Collaborative Mentoring Style	Style 4 Confirming Mentoring Style	Goal is Successful Protége
Mentor uses 1-way communication to impart information	Mentor guides 2-way communication during interaction with Protége	M&P jointly contribute & interact with no one dominating	Mentor acknowledges & confirms Protége's ideas & feelings	Consciously Competent – aware of what to do & able to do it
<ul style="list-style-type: none"> <li>• Self-discloses</li> <li>• Describes</li> <li>• Teaches</li> <li>• Explains</li> <li>• Arranges help</li> <li>• Praises</li> <li>• Advises</li> <li>• Prescribes</li> <li>✓ P is receptive</li> </ul>	<ul style="list-style-type: none"> <li>• Suggests</li> <li>• Persuades</li> <li>• Confronts</li> <li>• Asks Leading Questions</li> <li>• Probes</li> <li>• Coaches</li> <li>✓ P responds to M's guidance</li> </ul>	<ul style="list-style-type: none"> <li>• 2-way Dialog</li> <li>• Jointly make decisions &amp; solve problems</li> <li>• Agree on action steps</li> <li>✓ P contributes in major ways</li> </ul>	<ul style="list-style-type: none"> <li>• Sounding Board</li> <li>• Clarifies</li> <li>• Paraphrases</li> <li>• Summarizes</li> <li>• Non-threatening</li> <li>• Non-judgmental</li> <li>• Encourages</li> <li>✓ P proposes ideas &amp; actions</li> </ul>	<ul style="list-style-type: none"> <li>• Aware</li> <li>• Competent</li> <li>• Self-motivated</li> <li>• Confident</li> <li>• Creative</li> <li>• Problem-solver</li> <li>• Leader, mentor</li> </ul>

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Statutory Requirement 2: Required** - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The TEACH Observation Rubric is organized around six domains of a teacher's job performance: A. Planning and Preparation for Learning ; B. Classroom Management ; C. Delivery of Instruction; D. Monitoring, ; Assessment, and Follow-Up ; E. Family and Community Outreach ; F. Professional Responsibilities: Sample Domain Below

**B. Classroom Management**

4 Highly Effective		3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
The teacher:				
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines up front so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Gets all students to be self-disciplined, take responsibility for their actions, and have a strong sense of efficacy.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.

Overall rating: \_\_\_\_ Comments:

The rubric uses a four-level rating scale with the following labels: 4 – Highly Effective; 3 – Effective; 2 – Improvement

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Necessary; 1 – Does Not Meet Standards

**Observation Schedule:** The following TEACH observation schedule is a sample for all Elementary Schools:

Evaluation	Evaluator	Evaluated	Completion 2014-15	Completion 2015-16
<b>Fall Evaluation</b>	Principal	Teachers with <3yrs. Teachers in 1 <sup>st</sup> yr. Teachers > 3 yrs. At Principal's discretion	January	December
<b>Spring Evaluation</b>	Principal	Teachers with <3yrs. Non renominated	March	March
<b>Spring Evaluation</b>	Principal	Teachers with <3yrs. Eligible for renomination	June	June
<b>Spring Evaluation</b>	Mentor	Teachers with <3yrs.	June	June
<b>Spring Evaluation</b>	Peer	Teachers > 3 yrs.	June	June
<b>Spring Evaluation</b>	Principal	Teachers > 3 yrs.	June	June
<b>Spring Evaluation</b>	Principal	Teachers > 3 yrs. (Pay)	June	June

**I. Pre-Observation Conference.** The observer will provide a minimum of a 2 day notice for formal observations. The teacher will submit the Pre-Observation Conference Tool to the observer at least 24 hours prior to the pre-conference meeting. The pre-observation conference may take place in person or via electronic media such as telephone or email. The purpose of the Pre-Observation Conference is for the observer to become familiar with the lesson to be observed, including:

- ✓ Lesson objectives
- ✓ Alignment with state curriculum standards
- ✓ Assessment

The instructional strategies that the teacher is planning to implement during the lesson

Connections with past and/or future lessons

**Pre-Observation Goals includes:**

1. Give teachers an opportunity to demonstrate their Domain skills.
2. Give the teacher an opportunity to ask the evaluator to observe any components on which the teacher would like additional input.
3. Drive rigor into the planning and preparation process which leads to effective classroom instruction.
4. Enable Peer/Mentor Evaluators and Principals an opportunity to evaluate teacher performance on Domain 1.

**II. Post-Observation Conference.** After the classroom observation takes place, and using the Classroom Observation Summary as a guide, the observer meets face-to-face with the teacher to provide feedback. Post-observation conferences will be held within ten business days of the formal observation. The post-conference is an important part of the process because it provides an opportunity for the teacher to reflect on his/her lesson, and for the observer to share ideas, feedback, and suggestions. The Classroom Observation Summary is uploaded to the teacher's Employee Files. After the post-observation, the observer only shares significant impressions and finally reflects on observation and conference notes in order to complete the classroom observation rating.

**Post-observation Goals includes:**

1. Give teachers support with lesson strengths
2. Give teachers clarity on Teacher Evaluation Handbook
3. Give teacher suggestions for improvement
4. Give Teachers suggestions for different teaching approaches and strategies, or professional development.
5. Encourage the next Step Level in TEACH
6. Make sure all stipends and incentives are appropriately released.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Statutory Requirement 3: Required** - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**Standards.** TEACH will offer an annual process for all teachers to be formally evaluated once a year. The evaluation will have clear, rigorous expectations based on clear standards of instructional excellence that prioritize student learning. Multiple Measures will be used to consider performance, primarily the teacher's impact on student academic growth. The evaluation will utilize four to five rating levels to describe differences in teacher effectiveness. The program will give regular feedback and encourage frequent observations with constructive critical feedback. The evaluation outcomes will matter and evaluation data will be a major factor in key employment decisions about teachers. Let it be known that educational practice is to make formal observations be a productive tool for helping teachers become more effective (Hopkins, 2005).

**Evaluation Process.** There are three main steps to the formal evaluation process:

1. **Pre-Observation-** In order to best facilitate the observation process, the administrator and the teacher will meet sometime before the lesson occurs. They will discuss the particulars of the lesson so that both parties are very clear what will occur. The administrator will be afforded with content that will be covered and the methodology that will be used to cover it. The objective will be clear and also align with state and district goals. The dialogue that ensues is designed to bring about clarity for both parties. It is also an avenue to address the teacher's areas of concern, to which the administrator would offer helpful ideas. The more clarity achieved during this process will translate to greater gains as a result of the observation and post-observation process -- making the final write-up during the post-observation part of the process easier to perform.
2. **Observation-** During the pre-observation part of the process, the teacher and administrator discussed exactly which lesson and those strategies that will be used. This information will be at the forefront of the administrator's mind. It will become the focus of the observation. The administrator will document what actually occurs. The content that the teacher addresses and the methodologies used will be noted. The administrator will also document other issues, such as the procedures used in the classroom, how the teacher handles student questions, and whether or not district policies are upheld. The administrator will use this information to develop a post-observation write-up.
3. **Post-Observation-** Now that the administrator has documented the activities that occurred, the administrator will now begin the write-up process. The administrator will reflect on the lesson via the notes that were taken and develop a list of teacher strengths and weaknesses. Furthermore, the administrator will include suggestions for growth. These suggestions are vital for helping the teacher overcome obstacles and reaching his or her teaching potential. The final write-up is not the true goal of the process. The write-up is only a tool for helping teachers grow and it instills growth by providing both an honest and fair feedback method for the teacher.

**Evaluation Rubric:** Four domains will be evaluated on every teacher evaluation based on the Rubric below:

- ✓ Domain 1: Classroom Strategies and Behaviors
- ✓ Domain 2: Planning and Preparing
- ✓ Domain 3: Reflecting on Teaching
- ✓ Domain 4: Collegiality and Professionalism

Teaching Area	Assessed Items
<b>Lesson Objectives</b>	Alignment to rigorous standards Clarity of lesson objectives Differentiation of lesson objectives
<b>Lesson Strategies, Activities, and Delivery</b>	Activation of students' prior knowledge Use of strategies that are appropriate for the lesson objectives Use of activities and student work that engage students as active learners Differentiation of strategies, activities, and student work to ensure that all students sufficiently benefit from the lesson Communication of accurate, relevant content, key concepts and understandings

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	Pacing and use of class time Collaboration with co-teachers and aids
<b>Physical Environment</b>	Acquisition of resources and supplies needed for the lesson Classroom organization that allows for planned teacher-to-student and student-to-student interactions. Appropriate accommodations for special needs students
<b>Classroom Management and Leadership</b>	Classroom rules, expectations and procedures that minimize down time, maintain student discipline/behavior, and maximize student engagement in the material Reinforcement of positive behavior; redirection of off-task conversations; correction of disruptive behaviors Reinforcement of school-wide norms and use of school-wide routines Modeling of honesty, integrity and personal responsibility
<b>Student Engagement and Real-Time Assessment</b>	Students' active participation in the learning process Students' perseverance and persistence through material; students' resilience Students' timely completion of assignments (out of class and in class) Assessment of students' understanding using real-time techniques that align to lesson objectives (e.g., Checks for Understandings) Identification and correction of common misunderstandings Movement of students to the rigorous levels of understanding required by the lesson objectives
<b>End-of-Class Assessment and Student Mastery of Objectives</b>	Assessment of students' mastery at the end of the lesson (e.g., exit slips) to confirm mastery of lesson objectives Evidence that students have mastered the lesson objectives such that they remain on track for the unit plan

**Evaluation Details.** The following steps will be taken in order to give each teacher a fair evaluation contingent on the tenure and policy of the ISD. All conferences will take 30-45 minutes in length and will occur during the teachers conference period.

1. **Goal Setting Conference:** Ideally in September, and at least by Oct. 31st, the administrator will meet with every teacher to jointly set goals for the school year. Teachers will also develop areas of focus for their own teaching. The pair will develop a teacher development plan for the year that discusses how, what, when, and who will provide development opportunities for the teacher.
2. **Professional Interaction and Data Gathering:** Throughout the year, Administrator will regularly visit the classroom of every teacher and provide on-going situational feedback about what they observed. Administrator will provide teachers with feedback, in whatever format is most convenient and conducive to the professional relationship.
3. **Mid-year Conference:** Ideally by the end of January, and at least by March 1st, a mid-year conference between the administrator and teacher will occur. To encourage self-reflection, teachers are encouraged to complete the Teacher Evaluation and Development Conference Form as a reflection tool. During the mid-year conference, the administrator and the teacher will review the student learning goals set in the early fall and discuss progress towards accomplishing these goals, for both students and teacher. The evaluation will discuss the teacher's instructional practice and professional values, based on the appropriate performance continuum. They will reassess the teacher's area of professional focus and development plan, making adjustments as needed. During the mid-year conference, administrators will inform teachers of the range of ratings they are likely to receive, based on the current data and collegial conversations that have occurred prior to the mid-year conference.
4. **End of Year Conference:** Before the end of the school year, an End of Year conference evaluation will occur. In this conference, the evaluation will review the final student learning results for students in the teacher's class(es), and the teacher's summative level of performance. Teachers will self-assess and provide copies to the administrator and is encouraged to provide copies of their final feedback to their mentor teacher in advance of the meeting. The evaluation requires standardized test data to complete the evaluation of a teacher's performance (e.g. standardized test scores), then the end of year rating will be considered tentative pending the growth scores of the standardized tests. A final summative rating would be confirmed in the goal setting conference the next year.

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**Schedule #16—Responses to Statutory Requirements**

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Amendment # (for amendments only):

**Statutory Requirement 4: Required** - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**Collaboration Opportunities.** TEACH will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies to include the following areas of school success. Teachers will be included in helping develop and increase teacher and school leader effectiveness to include the use of rigorous, transparent, and equitable evaluation systems for teachers that take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates. The evaluation system will be designed and developed with teacher and principal involvement. TEACH will also help identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates; Teachers will help provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served and differentiated instruction that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school strategies. TEACH will also implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. Teachers will help design Comprehensive instructional reform strategies that use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and that promotes the continuous use of student data such formative, interim, and summative assessments to inform and differentiate instruction in order to meet the academic needs of individual students. TEACH will help increase learning time and creating community-oriented schools and will establish schedules and strategies that provide increased learning time; and provide ongoing mechanisms for family and community engagement. TEACH Professional Teams will help provide operational flexibility and sustained support to give the school sufficient operational flexibility such as staffing, calendars/time, and budgeting to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and to ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, and designated external consultants.

**STEPS1-2**—Teachers preferably will be required to meet with other teachers concerning state testing standards, classroom management skills, parent engagement, team participants. The Professional Development Teams will suggest appropriate additional PD for both online and conferences that new teachers can apply as a mentee. Tier I teachers will not be required to lead but participate in Professional Development Teams that occur during teacher planning meetings once a month. They will be given assignments and tasks to complete for the team. The Teams will target Parents, Test Scores, School Awards, Grants, Community Engagement, Technology Integration and College and Career Completion.

**STEPS 3-4**—Teachers will be required to complete a more intense leadership and mentoring program to help the campus meet accountability standards. Teachers will be trained with Dept leadership, disaggregation and use of Data, Leading a Professional Collaborative Team and mentor training to train new teachers per year. Tier II teachers will encounter especially difficult situations and will receive different kinds of mentoring assistance to handle it. Difficult situations such as: solving a critical problem (e.g., establishing classroom management practices) or making a major transformation (e.g., becoming a Professional). Dr. Gray will train mentors to use his 6-Step Mentoring Process so mentors avoid two kinds of ineffective assistance: telling protégés what to do or expecting them to figure out what to do when they cannot.

**STEPS 5-6**—Teachers will be given higher level leadership in their respective campus and district. Teachers will execute mentor training, enhance pedagogical campus improvements, write grants for school and will perform multiple observations of teachers while assembling councils such as colleges, parents, businesses and communities. Lead teachers will be prepared for Instructional Coaching, Assistant Principals, Administrators, Parent Facilitators, and Community Liasons so that the school has many more leadership in key critical deficiencies such as low parental engagement, lack of resources, exposure to higher education, business partnerships, and limited instructional supports.

**Accommodations for Pedagogical Strategies.** TEACH will extend or restructure the school day (126 Hours estimated)

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so as to add time for such strategies as advisory periods (Summer Planning) that build relationships between students, faculty, and other school staff. TEACH will implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. *More importantly do the small things that make big impact such as caring for students.* Currently, The teacher conference period is being used monthly to organize and develop Professional Development Teams with the support and assistance of an external consultant. These teams will help build supplemental leadership in making positive changes for all stakeholders. One teacher alone cannot address all students' achievement issues. Monitoring and intervening with at-risk kids must be a school-wide process specifically when dealing with severe poverty issues in the home. TEACH will take the following steps to ensure that accommodations are made for new pedagogical strategies:

- ✓ Chart student performance and disaggregate this data by subgroups and individuals.
- ✓ Keeping in mind high learning standards to determine which content to spend the most time on. Bloom (1976) found that the amount of time devoted to a content area makes a substantial difference in how well students learn that content.
- ✓ Set up a collaborative process for teachers to discuss learning standards and make these determinations.
- ✓ Plan to use the instructional strategies that have the highest payoff for the amount of time needed on the activity.
- ✓ Use rubrics and benchmark tests to identify how well students are mastering standards; discuss the results.
- ✓ Identify learning gaps and choose appropriate interventions.
- ✓ Interventions can include scheduling extra instruction time, providing a supportive relationship, and helping students use mental models.
- ✓ Schedule these activities on the school calendar regularly and gaining support from extended learning.
- ✓ Daily 45 minute collaboration period
- ✓ Meet with literacy and math coaches twice a week
- ✓ Meet with administrators three times a week
- ✓ Review student work and data
- ✓ Share best practices tied to instructional focus
- ✓ Develop differentiation strategies
- ✓ Each meeting is led by a content area coach or administrator
- ✓ Physical education teachers to provide PE for students while grade level teachers meet
- ✓ Grade level meetings with common agenda
- ✓ Teams fill out notes template after each meeting Structure
- ✓ Administrators and coaches collect notes to monitor effectiveness
- ✓ School leadership continually communicates commitment to increasing consistency and strengthening teacher relationships

**Professional Development Teams (PT)** will meet with the external consultants every week. They will be required to document their respective goals each semester and have their plans approved by the principal in order to make their allotted extra duty pay. The tasks will spearheaded by the Lead teacher but assignments will be given to everyone. The areas will be crucial to deploying much needed leadership in the campus's problems and goals. All work will be on an online data base with frequent communication with the trainer. The respective areas of service will be in mostly increasing the College and Career Readiness and Completion as less than 3% of poor student graduate with a Bachelor's degree. The groups will even plan college tours for students and provide monthly trainings to parents. These teams will add the much needed time and resources to bring in many community stakeholders into the solutions of the school's problems. The great pedagogical questions is how to raise the educational levels of students begins at a young age and Elementary schools must focus on TEA requirements for STAAR Index 4 already not waiting for only secondary preparations.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Statutory Requirement 5: Required** - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**Professional Development Planning.** TEACH will utilize the input and expertise of the principals, dept heads, dean of instruction, counselors and district wide evaluators to take steps in planning and providing the developmental activities and opportunities with the school year that most meet the needs rising from teacher evaluation results. There is a complete new training calendar for each semester and summer. The FY 2014-15 PD Calendar will be created with the use of TEACH. In a study conducted by the U.S. Department of Education, Institute of Education Sciences, student achievement gained approximately 21 percentile points when educators received sustained, consistent professional development that was connected to classroom practice. Research suggests that professional development of 14 or fewer hours annually has no effect on student learning (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). TEACH will deliver more than 16 hours of professional development over 12 months. With the expansive skill set required of today's teachers, it is clear that continuous training in multiple areas is necessary. TEACH professional development will be continuous, intensive, and connected to practice; focused on specific academic content; and related to other school initiatives. It will also encourage teamwork and collaboration among educators. ( Darling-Hammond, L., Chung Wei, R., Andree, A., Richardson, N., & Orphanos, S. (2009). TEACH will have concrete, focused professional development to provide direct connections to teachers' everyday classrooms for the greatest influence on student achievement (Knapp, M. S., 2003) TEACH will not have abstract, theoretical concepts that are less successful than hands-on material with immediate, practical application. TEACH will use the Master Teacher Pd™ Program to provide training that is clearly application-oriented. Its modules include crucial topics that range from "Proven Strategies for Narrowing the Achievement Gap" and "The Power of Students Teaching Students" to "Create a Partnership with Parents from the Start" and "Six Keys to Developing Pivotal Bonds with Students." These research-based modules provide ongoing support—they are exemplary tools to support both novice and seasoned teachers in practical, functional areas. TEACH PD through the Master Teacher Pd™ Program will provide educators with strategies for teaching students in fresh, innovative ways while managing classroom time and student behavior.

**Aligned with Overall School Goals.** TEACH teachers will see the connection between the professional development they are receiving and the overall goals of their school and therefore be more successful at making a difference in student achievement. They will see exactly how the training they're receiving fits within the broader, school-wide effort to achieve the greatest outcome; if they see no connection and feel the professional development is disjointed from the overall context, it will have little impact. TEACH Master Teacher Pd™ PROGRAM will be fully and easily customizable—at the start of each year, the principal will plan the learning schedule to align with the school calendar in order to provide content that is highly relevant to the school's work and school improvement goals. This ensures that the professional development exists in the greater context of the school's goals.

**Area of Focus or Concern****PD Courses**

**Required Professional Development.** Principals tie all PD to classroom observations and formal evaluation results as well as both formal and informal student assessment data. The key focus is the following goals: The use of rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and HS success. The development and increase in teacher and school leader effectiveness and to identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. To identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so but give staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school with differentiated instruction that is aligned to school's goals. Designed with school staff to ensure they are equipped to facilitate effective teaching

**Teachers PD:** Professional Development Appraisal System (PDAS) New Teacher Training; Keagan Structures, Curriculum Process for New Teachers: The TEKS Resource System; Thinking Maps; Self-Paced Project Share Courses; Elementary Math Thinking Maps; High School Math; Math TEKS; Middle School Math TEKS; Foldables for Elementary Math; High School Science; Elementary Science; Social Studies; Academic Vocabulary with High School

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and learning and have the capacity to successfully implement school strategies; and Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students. Comprehensive instructional strategies that use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards in order to promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students. Increase learning time and creating community-oriented schools that establish schedules and strategies that provide increased learning time and provide ongoing mechanisms for family and community engagement. Providing operational flexibility and sustained support to give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase HS success. Ensure that the school receives ongoing, intensive technical assistance and related in order to provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students. Increase graduation rates through, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; and Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs. Use and integrate technology-based supports and interventions as part of the instructional program; and Increase rigor by offering opportunities for students to enroll in advanced coursework especially those that incorporate rigorous and relevant project or thematic learning academies that prepare students for college and careers. Implement a school wide "response-to-intervention" model; Provide additional supports and professional development to teachers to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited ESL students acquire language skills to mastery academic. Institute a system for measuring changes in instructional practices resulting from professional development to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.

Social Studies Courses; RHHS ELAR; Academic Vocabulary with High School ELAR; Saxon Phonics and Spelling; Avoiding the Pitfalls (STAAR Narrative & Expository) for Grades 3-8; Writing Across the Curriculum for Grades 6-12; Instructional Coach Trainings; Training with English Teachers; LPAC for Administrators; ELPS Flip Book; Working with English Language Learners: a Transition into English; TxEIS Gradebook; Technology Performance Assessment; DMAC; Blackboard Connect; Microsoft Office;

**Principals / Assistant Principals PD:** STAAR Training with Principals & Key Leaders; Reading/Math for Principals; Emergency Management Plan & the ICU Program & The Importance of Documentation for Assistant Principals; 504 Training for Assistant Principals & 504 Coordinators

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Statutory Requirement 6: Required** - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**Compensation Plan.** The TEACH strategic compensation plan differentiates teacher compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. The following chart outlines the major areas of skill sets that teachers will master in order to progress from Step Level 1-6.

<b>Teacher Recruitment</b>	<b>Compensation</b>
Use funds for recruitment bonus of hard to fill CORE Teachers (STEMS)	Shortage needs
Target high performing students for BEST Teacher Preparation Programs	Market Supply
<b>Academic Performance</b>	
Use new technology, tutorials and PD to improve Student Achievement	Improved Academics
Use C-Scope Classroom Modules and PD to improve Student Achievement	Improved Academics
Use new Science Labs, C&I to Improve Student Achievement	Improved Academics
Use new technology, tutorials and C&I supplies to improve Student Achievement	Improved Academics
<b>Use of Quality Data to Drive Instruction</b>	
Provide Data Disaggregation and Item Analysis Training	Improved Academics
Use data to plot progress	Improved Academics
Self-Assessment of Progress	Pedagogical Growth
Improve STAAR data plan	Improved Academics
Report performance by demographics	Improved Academics
Use high quality data disaggregation to make curriculum decisions to improve outcomes	Improved Academics
Use Instant Assessment Tools and software	Improved Academics
Improve use of Standardized test reviews	Improved Academics
Improve Teacher Technology Targets	Improved Academics
Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation)	Improved Academics
Improve Quality Professional Learning Opportunity plus online support	Improved Academics
Improve Teacher and Student Attendance	Improved Academics
Improve commended performance data plan and TEA accountability rating	Improved Academics
Improve Tutorials for at risk/ Low Performing students (LP)	Improved Academics
<b>Increase Leadership Effectiveness</b>	
Attend National Conferences for turnaround models	Improved Academics
Participate in summer curriculum vertical alignment	Improved Academics
C Scope End of Course STAAR test training	Improved Academics
Attend Target Distributive Leadership Training	Improved Academics
Establish Common planning periods	Improved Academics
Attend SIRC TEACH workshops for core areas	Improved Academics
Attend ESC1 TEACH workshops for assessment strategies.	Improved Academics
Provide Onsite Leadership Principal Mentoring	Improved Academics
Improve Leadership Employee Evaluation	Improved Academics
Provide Distributed Leadership Training Workshops	College Readiness
<b>Increase Learning Time</b>	
Add time before and after school to extend learning day	Improved Academics
Implement tutoring as a requirement for students who are at risk of failing	Improved Academics
Incentives for group performance in afterschool tutoring activities	Improved Academics
Involve parents in their children's academics with home visit events and report card dinners.	Improved Academics

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Cooperative learning	Improved Academics
Assign homework and project based learning	Improved Academics
Align CIP with TEACH Program	Improved Academics
Provide enrichment personnel to support ASP	Improved Academics
Provide Before School and summer school support	Improved Academics
Provide Parent and Community evening events to engage TEACH academic support	Improved Academics
Provide Technology Support with After School PD tech labs for teachers	Improved Academics
Provide Saturday events for PD, Parents and students	Improved Academics
Provide ADULT education courses	Improved Academics
<b>Improve Teacher Quality</b>	
Administration/Community Walk-through	Improved Academics
Increase specific PD TEACH Services as outlined in design	Improved Academics
Increase Technology Integration ( <i>Campus Avg.</i> )	Pedagogical Growth
Offer sign on bonus and performance incentives	Shortage Needs
Observe other highly qualified teachers in classroom	Improved Academics
Region One Mentoring workshops	Improved Academics
Increased opportunities for promotion and career growth	Pedagogical Growth
Increase Online PD for immediate support & intervention	Improved Academics
Increase HQ Special Education Teachers through Inclusion PD now	Improved Academics
Increase Para Educator PD through online Para Educator Learning Network with awards as incentives	Pedagogical Growth
<b>Other</b>	
Increase Campus Cultural Enhancement Festivals for Parents and Community	Pedagogical Growth
Provide College Readiness Events	College Readiness
Create Health Awareness clinics for families for diabetes, cholesterol , heart disease and obesity	Pedagogical Growth
Create Community Center for food bank, clothing and shoes for kids through community partners such as Community in Schools	Pedagogical Growth
Provide families with workshops on predators and crime influences such as gangs and neighborhood safety	Pedagogical Growth
Provide motivational speakers for students to promote good health and well being	Pedagogical Growth
Provide Community Service Learning Opportunities	College Readiness
	Pedagogical Growth

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Statutory Requirement 7: Preferred** - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**Teacher Recruitment.** In addition to retirements, RHISD staffing difficulties are associated with competing salaries, student discipline, student motivation, and in high poverty schools, lack of opportunities for advancement and environments perceived as unsafe. Further complicating the matter of teacher supply and demand are factors such as the reduction in class sizes, a federal requirement for "highly qualified" teachers, the trend toward reduced teacher autonomy, and the pressures associated with high-stakes testing. To more successfully recruit effective educators for all students, districts must actively and strategically market their strengths (e.g., attractive compensation packages or working conditions), develop high and unyielding standards for the identification and selection of candidates, and aggressively reach out to all possible candidate pools when recruiting for difficult-to-staff positions (Guarino, Santibanez, & Daley, 2006; Simmons et al., 2007; Spradlin & Prendergast, 2006). An information-rich recruitment and hiring process allows employers and applicants to collect detailed information over time through interviews and exchanges, so as to form accurate impressions of one another. This enhance the likelihood that both the employer and teachers' expectations will be met, thereby minimizing the risk of premature attrition (Liu & Johnson, 2003).

**Recruitment Steps.** TEACH Recruitment steps include but not limited to the following 10 practices:

1. Identify the characteristics of the district and its schools that are attractive to teachers and seek to both market and build upon them to recruit new staff
2. Identify schools within the district that have challenges in teacher recruitment
3. Establish recruitment goals in terms of teacher quality and quantity for the district as a whole.
4. Establish recruitment goals in terms of teacher quality and quantity for high poverty and high minority schools to ensure that students in those schools do not have unequal access to high-quality teachers.
5. Develop and sustain partnerships with universities and community colleges that deliver teacher preparation, particularly for the recruitment of teachers in high-need areas, such as teachers of students with disabilities and English language learners.
6. Create programs to recruit former teachers, including those recently retired, and ensure that policies related to teacher retirement do not prohibit these actions.
7. Establish "grow-your-own" programs to recruit future educators from the pool of current high school students, paraprofessionals, teacher aides, and community members
8. Provide financial incentives (e.g., salary increases, bonuses, housing assistance, etc.) for educators willing to work in high-need schools or subject areas. This strategy might include incentives for general education teachers to switch to special education, teaching English language learners, or becoming certified in other high-need subjects.
9. Alter hiring procedures and budget timelines to ensure that the appropriate number and types of teachers can be recruited and hired before they seek employment elsewhere.
10. Offering incentives or bonus dollars to new teachers in hopes of attracting an early decision to join the local schools prior to the large cities offering higher salaries.

**Early Hiring Practices.** TEACH will place the following early hiring practices to attract high quality teachers and helps give concrete evidence used to determine the quality of the recruiting applicant, of the education preparation program that they attended, and of previous teaching experience if any.

1. **Teacher Recruitment.**

- RHISD offers top teacher salaries which helps build strong and consistent recruits.
- RHISD targets Colleges of Education at four-year institutions of higher education to establish collaborative programs with community colleges to recruit new teachers.
- RHISD works with local Colleges of Education to establish programs to encourage high school students to consider careers as teachers.

2. **Teacher Preparation.**

- RHISD will recruit from Colleges of Education that seek to develop training programs that reflect complex models of teacher quality. Research clearly shows that teaching cannot be reduced to a few indicators of quality that transcend all situational variations.

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- RHISD will recruit Colleges of Education that seek to develop programs that will ease the transition from the lecture hall to the classroom. Such programs might well include beginning teacher induction programs that match new teachers with experienced ones.

### 3. Teacher Retention.

Colleges of Education should, in collaboration with school districts, develop programs to improve the retention of existing teachers. Reducing turnover of existing teachers would greatly reduce the difficulties in finding new teachers. In the short term, this may be the single most effective strategy for reducing the need for new teachers.

**Evidence Indicators to determine Teacher Quality.** The difference in education quality relates to the quality of the teacher. Research has found teacher quality to be a key determinant of student success. How good teaching reveals itself, though, is a matter of considerable controversy. A number of TEACH indicators will be used to recruit high teacher quality:

- ✓ Highest degree held
- ✓ Highest degree held in field of teaching assignment,
- ✓ Content knowledge (usually indicated by degrees, but occasionally via test scores),
- ✓ Willingness to participate in ongoing professional development,
- ✓ Competitiveness or prestige of college attended,
- ✓ Certification(s) by state,
- ✓ Certification by the National Board of Professional Teaching Standards,
- ✓ Passage of state or national test such as the National Teachers Examination or Praxis,
- ✓ Verbal ability,
- ✓ Grade point average,
- ✓ Rank in graduating class,
- ✓ Peer and/or principal evaluations,
- ✓ Student performance,
- ✓ Value added—a specific variant of student performance (the increased achievement attained by students of a particular teacher, usually in the form of standardized test scores),
- ✓ Ratings from interviews.

**Teacher Induction.** TEACH teachers will learn more in teacher networks and study groups than with mentoring; in professional development programs that are longer, sustained, and intensive than shorter ones; when there is collective participation; and when they perceive teacher learning and development as part of the coherent professional development program (Kwang 2001) Therefore, TEACH will have a successful induction program that will:

- ✓ Have networks that create learning communities
- ✓ Treat every colleague as a potential valuable contributor
- ✓ Turn ownership of learning over to the learners in study groups
- ✓ Create learning communities where everyone, new teachers as well as veteran teachers, gains knowledge
- ✓ Demonstrate that quality teaching becomes not just an individual responsibility, but a group responsibility as well.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Statutory Requirement 8: Preferred** - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**Multiple Career Pathways.** The multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators is broken down by each Tier and the **6 Step Process** created by the TEACH Teacher Development Cycle and Professional Development diagram below. The TEACH program provides additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators as indicated below and on the chart on the next page.

- **STEP 1-** Inducting the best teachers requires early hiring practices, teacher preparation program partnerships, and sign in incentives to keep local talent and to fill in teaching slots that are difficult for rural isolated areas like Robstown. Extra duty pay will be earned at a rate of \$500 per semester for Fall Spring and \$250 for summer. The summer can be earned as a bonus if the recruit signs on board they will automatically qualify for the New Teacher incentives. The total excellence award will be \$500-\$1,250.
- **STEP 2-** New Teachers will be given a mentor, be placed on a strategic professional development team to gain collaborative practices, observe other teachers and attend highly coordinated PD that is based on the teachers weaknesses and academic learning needs. Extra duty pay will be earned at a rate of \$1,000 per semester for Fall Spring and \$500 for summer. The summer can be earned as a bonus if the teacher earns exceptional personal merit, PT teams earns approved status from supervisor or the campus earns exemplary ranking. The teacher will automatically qualify for the next teacher incentives. The total excellence award will be \$1,000-\$2,500.
- **STEP 3-** Teachers with 5 or more years of experience will be allowed to attend high quality PD, participate in their chosen Professional Development Team, attend conferences and workshops and lead Professional Development projects. Extra duty pay will be earned at a rate of \$1,500 per semester for Fall Spring and \$750 for summer. The summer can be earned as a bonus if the teacher earns exceptional personal merit, PT teams earns approved status from supervisor or the campus earns exemplary ranking. The teacher will automatically qualify for the next teacher incentives. The total excellence award will be \$1,500-\$3,750.
- **STEP 4-** Teachers with less than 10 years of experience will be allowed to mentor other teachers, lead PD projects, Lead Professional Development Teams and apply leadership skills to solve campus problems. Extra duty pay will be earned at a rate of \$2,000 per semester for Fall Spring and \$1,000 for summer. The summer can be earned as a bonus if the teacher earns exceptional personal merit, PT teams earns approved status from supervisor or the campus earns exemplary ranking. The teacher will automatically qualify for the next teacher incentives. The total excellence award will be \$2,000-\$5,000.
- **STEP 5-** Teachers with experience leading Professional Development Teams and Mentoring will be trained to do observations and evaluations of other teachers, lead any Professional Team Project they choose that will support campus goals and provide PD to other teachers. Extra duty pay will be earned at a rate of \$2,500 per semester for Fall Spring and \$1,250 for summer. The summer can be earned as a bonus if the teacher earns exceptional personal merit, MASTERS work earns approved status from supervisor or the campus earns exemplary ranking. The teacher will automatically qualify for the next teacher incentives. The total excellence award will be \$2,500-\$6,250.
- **STEP 6-** Teachers with Phases 1-5 experience will be trained to lead and organize campus parent, business and student councils, trained on writing foundational grants, will support innovative funding sources for the campus and will be available for positions such as instructional coaching or other administrative jobs. Extra duty pay will be earned at a rate of \$3,000 per semester for Fall Spring and \$1,500 for summer. The summer can be earned as a bonus if the teacher earns exceptional personal merit, MASTERS work earns approved status from supervisor or the campus earns exemplary ranking. The teacher will automatically qualify for the next teacher incentives. The total excellence award will be \$3,000-\$7,500.

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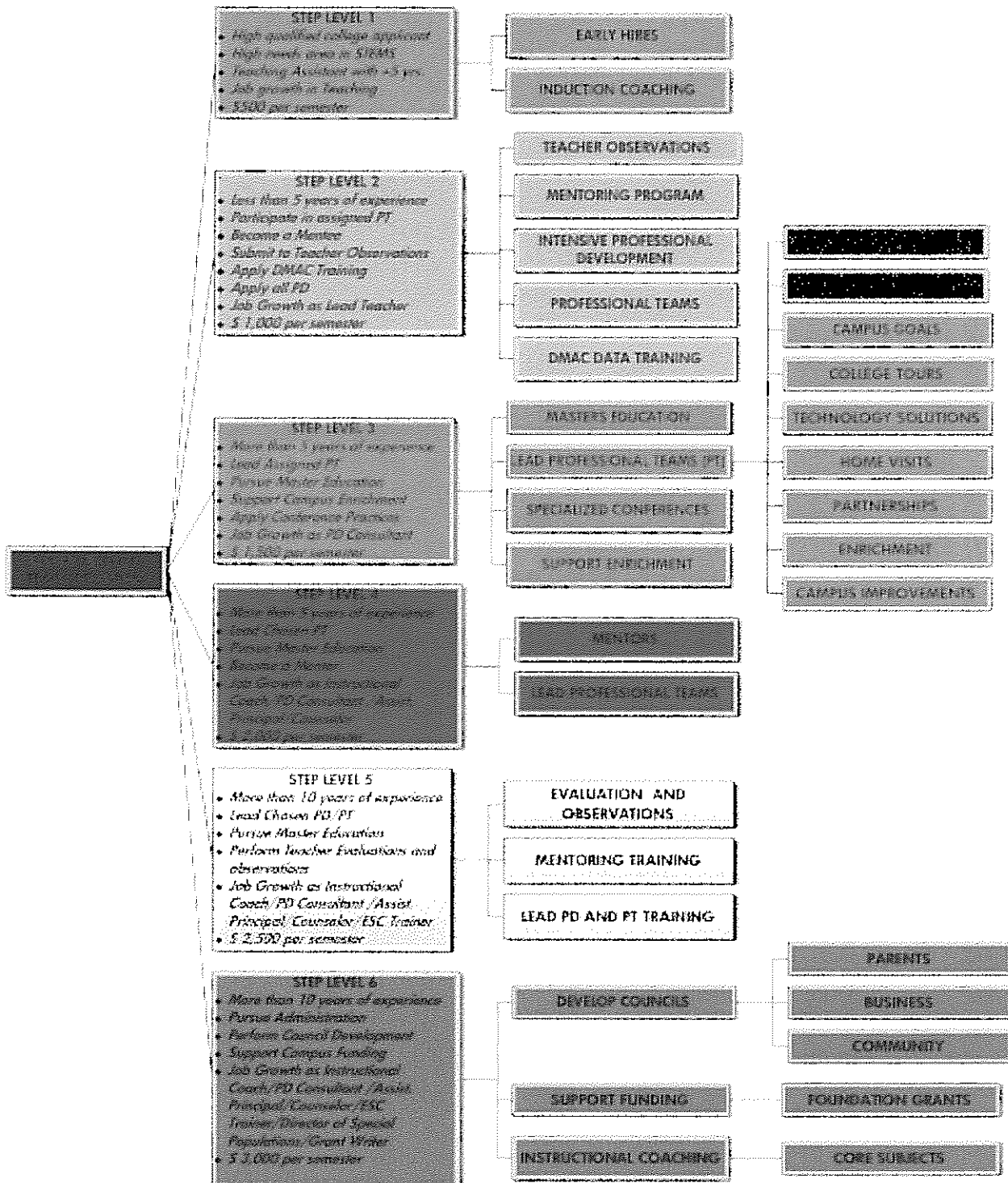
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## Rio Hondo ISD-Project TEACH

### Teaching Excellence for Advancing Career and Honor



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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Statutory Requirement 9:** If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

**Statutory Requirement 10:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**Statutory Requirement 11:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

**Statutory Requirement 12:** If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**TEA Program Requirement 1:** Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Improving teachers' professional development and instructional practice is vital to increasing student achievement. And while training in subject matter is still important, today's teachers need to have wide-ranging skills—they are accountable for a more diverse classroom than ever before, composed of students at every achievement level. They must know how to create real connections with students, manage their classrooms, and teach diverse learners—including students with special needs. To design TEACH, the District Improvement Team (DIT) met to discuss grant objectives and to provide a **Self Assessment**. RHISD Interim Superintendent Ismael Garcia, Assistant Superintendent, Ms. Lopez, and campus principals began preparing to apply for the funding. Select members of the Site-based committee and campus personnel attended an overview presentation. The next steps for the District were to collect data and revisit their Comprehensive Needs Assessment to assess their district needs. A communication plan was created and stakeholders were engaged to solicit feedback and input. The self-assessment took into consideration the **challenges of the district** in relation to the educational needs of the campus factoring in the cultural and social needs as well. The City of Rio Hondo at the bottom tip of Texas is 10 minutes from the Mexican border alongside the Rio Grande River. Its primarily Hispanic population is at 97%. A third of the population has less than a 9<sup>th</sup> grade education and about ½ of the population has less than a high school diploma; Less than 3% earn a Bachelor's Degree within 6 years of graduation while 77.4% of the population speaks Spanish at home. A relatively young population with a median age of 30 compared to US at 36, a little more than half of the people in Rio Hondo are in the labor force and 10-15% are unemployed and actively looking for work. A large number of the working population, about 73%, commutes 20 minutes one-way to their jobs. According to the U.S. Census 2005-2009 ACS, the household median income is \$29, 735 with a per capita of \$11,709 and 28.1% of the families live in poverty. RHISD is prepared to follow the model most suited for RHISD Schools which is 2013 Accountability Rating is Academically Acceptable but without an alignment of identified Campus and Community Needs to Professional Development the district cannot continue to stay on base with increasing accountability measures. Selecting proper PD to the identified needs of the district required conducting a Comprehensive Needs Assessment, analyzing campus needs and evaluating the probability of success. The committee conducted an analysis of student data to identify and address problems in instruction, implementing parental involvement requirements, implementing professional development requirements, and implementing the responsibilities of the campus and District under the District Improvement Plan; identifying and implementing professional development, instructional strategies, and methods of instruction that are scientifically research based; and analyzing and revising the campus budget so the campus's resources are more effectively allocated. With the expansive skill set required of today's teachers, it's clear that continuous training in multiple areas is necessary. In order to be successful, the professional development must be continuous, intensive, and connected to practice; focused on specific academic content; and related to other school initiatives. It also must encourage teamwork and collaboration among educators.

RHISD is challenged by years of educational failures with families who have limited resources and time to improve their children's life cycle as current data indicates that only 54% of the RHISD students based on the 2012-13 STAAR data met or exceeded all STAAR tests at all grade levels with less than 8% receiving commended scores. Texas Higher Education Coordinating Board Data also indicates that less than 3% of poor students in Rio Hondo ISD complete a Bachelor's Degree within 6 years after graduation. Therefore, TEACH will instill higher level teaching expectations towards College and Career Completion not just College Readiness. Professional Development Teams (PT) will target this problem by training parents specifically those students considered first generation college students, building TEA Accountability Index IV into Elementary programs, exposing students to college tours starting in Kindergarten, collaborating with local colleges for work study mentors, and by engaging college alumni specifically in the community for added revenue support. Teachers will learn how to write foundation grants to support higher level thinking, hands on projects, and supplementing much needed teacher resources. While 80% of the homes do not have Internet connectivity, RHISD Professional Development Teams will build a CLOUD for one to one solutions for homework and research at home with technology integration at school. TEACH will help solve real world problems with high needs not just support teacher increases.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**TEA Program Requirement 2:** Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<b>TEACH AREA- Induction and Mentoring</b>	<b>Yearly Timeline</b>
Improve Teacher Recruitment Targets specifically hard to fill Teachers In STEMS areas	Summer 2014-15
Use IHE's Partnerships in Teacher Prep Programs to Improve Teacher Selection	Summer 2014-15
Provide Data Disaggregation Training for Mentors	Summer 2014-15
Mentoring Self-Assessment of Progress	Summer 2014-15
Provide Mentoring Training	Summer 2014-15
Improve use of Standardized test reviews (DMAC) with new Teachers	Summer 2014-15
Use new trained mentors to improve Student Achievement	Summer 2014-15
Improve Quality Professional Learning Opportunity plus online support	Summer 2014-15
Finalize all Tier Level Compensation contracts and for all Teachers	Summer 2014-15
Use Mentor/Mentee data to plot progress	Summer 2014-15
Offer sign on bonus and performance incentives	Summer 2014-15
<b>TEACH AREA-Evaluation</b>	
Use HQ data disaggregation to make evaluation and PD decisions to improve outcomes	Fall/Spring 2014-15
Participate in summer training for TEACH Observations and Evaluations	Summers 2014-15
Improve Teacher Observations for Highest Teaching Elements (Synthesis/Evaluation)	Fall/Spring 2014-15
Improve Teacher Evaluation Instruments with STAAR data plan	Summer 2014-15
Provide Distributed Leadership Training Workshops	Fall/Spring 2014-15
Add Administration/Community/Mentor Walk-throughs	Fall/Spring 2014-15
Improve commended performance data plan and TEA accountability rating	Fall/Spring 2014-15
Observe other highly qualified teachers in classroom	Fall/Spring 2014-15
Increased opportunities for promotion and career growth	Summer 2014-15
<b>TEACH AREA- Professional Development and Collaboration</b>	
Provide TEAM for enrichment personnel to support ASP	Fall/Spring 2014-15
PD to involve parents in their children's academics with home visit dinners	Fall/Spring 2014-15
Cooperative Training in Campus Professional Leadership Teams	Fall/Spring 2014-15
Provide TEAM for Before School and summer school support	Fall/Spring 2014-15
Provide TEAM for Parent and Community evening events to engage academic support	Fall/Spring 2014-15
Establish Common planning periods	Fall/Spring 2014-15
Increase specific PD TEACH Services as outlined in design	Fall/Spring 2014-15
TEAM to Increase Technology Integration	Fall/Spring 2014-15
Use new technology, tutorials and online PD to improve Student Achievement	Fall/Spring 2014-15
Increase HQ Special Education Teachers through Inclusion PD now	Fall/Spring 2014-15
Increase Para Educator PD through online Para Educator Learning Network	Fall/Spring 2014-15
<b>TEACH AREA- Strategic Compensation and Retention</b>	
Increase Teacher Enhancement Jobs	Summer 2014-15
Provide Master Education	Summer 2014-15
Create staff training for grant proposal and reports	Summer 2014-15
Create Compensation Matrix and database to keep TEACH accounts	Summer 2014-15
Provide Teacher Retention workshops for Principals	Summer 2014-15
Provide TEACH Trainers	Summer 2014-15
Provide Teacher Compensation Opportunities	Summer 2014-15
Review TEACH Tier Levels and make adjustments as needed	Summer 2014-15

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 031911

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RHISD gives evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan by including in the Appendix A all campus signatures

**Rio Hondo High School:**

- ✓ Were presented TEACH plan
- ✓ Were included in design elements with central office design team
- ✓ Were given opportunity to participate on voluntary basis
- ✓ Will submit contract and application that fulfills each Step Level 1-6 completions per semester
- ✓ Will receive set stipends for extra duty pay with understanding of expectations based on design of TEACH

**Rio Hondo Junior High School:**

- ✓ Were presented TEACH plan
- ✓ Were included in design elements with central office design team
- ✓ Were given opportunity to participate on voluntary basis
- ✓ Will submit contract and application that fulfills each Step Level 1-6 completions per semester
- ✓ Will receive set stipends for extra duty pay with understanding of expectations based on design of TEACH

**Rio Hondo Intermediate Elementary School:**

- ✓ Were presented TEACH plan
- ✓ Were included in design elements with central office design team
- ✓ Were given opportunity to participate on voluntary basis
- ✓ Will submit contract and application that fulfills each Step Level 1-6 completions per semester
- ✓ Will receive set stipends for extra duty pay with understanding of expectations based on design of TEACH

**Rio Hondo Elementary School:**

- ✓ Were presented TEACH plan
- ✓ Were included in design elements with central office design team
- ✓ Were given opportunity to participate on voluntary basis
- ✓ Will submit contract and application that fulfills each Step Level 1-6 completions per semester
- ✓ Will receive set stipends for extra duty pay with understanding of expectations based on design of TEACH

**TEA Program Requirement 4:** Indicate, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RHISD's participation in the EEIP grant proposal will be **district-wide**, meaning all 4 campuses in the district will participate.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: